

AMENDMENTS TO THE SPECIFICATION

Please add the following new paragraph after paragraph [0020]:

[0020.1] FIG. 4A is a schematic view of a particular exemplary embodiment of a punctuation page illustrating the teaching of the dash, semicolon and ellipses symbols.

Please replace paragraph [0073] with the following amended paragraph:

[0073] FIGS. 4 and 4A show a portion of an exemplary apparatus and FIGS. 9A-C shows a flow diagrams of one exemplary set of steps for learning to recognize and use punctuation. It is to be understood that variations or modifications to this sequence are possible.

Please replace paragraph [0074] with the following amended paragraph:

[0074] Fig. 4 shows each ~~Each~~ punctuation word/symbol 87 is presented over a single page 23. A preferably structural graphic image region 34 is attached to the hinge 18 and binder 12 so that the image “pops up” and is three-dimensional when the book 10 is opened to page 23. The letters of the raised large punctuation mark 88 are raised from the page 23 to create a three-dimensional effect, which is believed to assist the student in seeing and thinking with the punctuation word/symbol 87 in a more three-dimensional manner.

Please replace paragraph [0075] with the following amended paragraph:

[0075] As shown in FIG. 4A, exemplary punctuation symbols dash 87A, semicolon 87B and ellipses 87C are shown, with corresponding raised punctuation symbols 88A, 88B and 88C to the right on the same sight line 90 (which is shown as a dashed line). The three-dimensional senses of sight, touch and kinesthetics are stimulated by the structural graphic image ~~region~~ 34, the raised punctuation marks 88, the raised stop block symbols 86, the eyes 94 located on the movable eye marker loop 95, and the rhythm of the counting that is done at each raised

punctuation mark 88 and each stop block symbol 86. The sense of sound is stimulated by the voices of the teacher T and student S as they pronounce the punctuation word/symbol 87 at the left of each set of sight lines 90, and count out loud at each pause at a stop block symbol 86 and at a raised punctuation mark 88 on page 23.

Please delete paragraph [0076]:

~~[0076] FIGS. 9A-9C shows a flow diagram of one exemplary embodiment of a punctuation method according to the present invention. It is to be understood that variations or modifications to this sequence are possible.~~

Please replace paragraph [0077] with the following amended paragraph:

[0077] Referring to the sample page 23 in FIG. 4 and referring to the steps in FIGS. 9A-C, The a student S looks at all three raised punctuation marks 88 on the sight lines 90 and at the associated punctuation word/symbol 87 located to the left of the sight lines 90 (block 302). The student S looks at the structural graphic images 34 information about the rhythm of the pause used by the punctuation word/symbol 87 on page 23 and the information about the pause point count length 84. S/he looks at the raised stop block symbols 86 and the three (or other number of) arrows in the arrow line 82 which show the direction and rhythm counted for each punctuation pause point, and the movable eye marker loop 95 that can be picked up and moved horizontally and vertically along the eye marker horizontal slide band 96 so that it slides over the line of raised punctuation marks 88 until it reaches one of these punctuation marks 88 to practice the rhythm of pausing for punctuation word/symbol 87. The student S and Teacher T follow the punctuation process instructions provided at the beginning of the book 10 in the "How to Use" section (block 302). The movable eye marker loop 95 can be detachably held by hook and loop fastener 93 which mates with a hook and loop fastener 92 (shown in cross-hatch) on the back side (the side obverse to the side having the eyes 94).